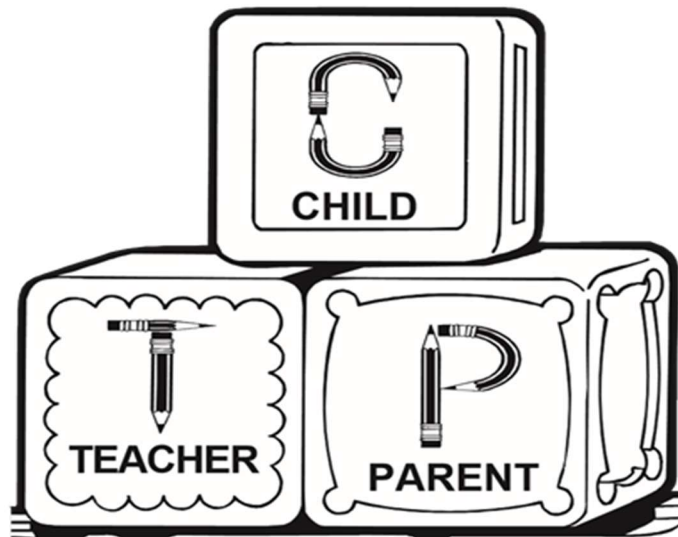




**Preschool
and
Kindergarten
Parent Handbook**



**Kimberly Heights School
Arbor Park School
District 145**

ADMINISTRATIVE CENTER

17301 Central Avenue
Oak Forest, IL 60452-4920
(708) 687-8040
Fax (708) 687-9498

ARBOR PARK MIDDLE SCHOOL (5-8)

17303 Central Avenue
Oak Forest, IL 60452-4920
(708) 687-5330

SCARLET OAK SCHOOL (3-4)

5731 Albert Drive
Oak Forest, IL 60452-2803
(708) 687-5822
Fax (708) 687-4292

MORTON GINGERWOOD SCHOOL (1-2)

17303 Central Avenue
Oak Forest, IL 60452-4516
(708) 560-0092
Fax (708) 535-5071

KIMBERLY HEIGHTS SCHOOL (EC-K)

6141 Kimberly Drive
Tinley Park, IL 60477-1970
(708) 532-6434
Fax: (708) 532-4495

Board of Education

Mrs. Tina Moslander
President

Mrs. Dana Chudzinski

Mrs. Wendy Lux

Mrs. Maryann Ing
Vice President

Mr. David Rana

Mr. Mark Werner

Mrs. Angeles Bear
Secretary

Board of Education Meetings are held the 4th Wednesday of every month.

SUPERINTENDENT OF SCHOOLS

Dr. Andrea Sala

ASSISTANT SUPERINTENDANT OF FINANCE

Mr. Andrew Ziegler

PRINCIPAL KIMBERLY HEIGHTS

Mrs. Sylvia Avila

Disclaimer.

Rules established in the student handbook may be asserted by students to create certain contractual or property rights. It may be in the District's interest to indicate that the handbook is not intended to create contractual or other rights between the student and the school district. The handbook is intended to describe the school, its current practices, procedures, rules and regulations. It is subject to Board Policy which may be modified.

KIMBERLY HEIGHTS



Our Message to You	1
District Philosophy	1
Kindergarten Philosophy	2
Preschool Philosophy	2
Parent Attitude	3
Parent Rights	3
Parent Involvement	3
Parent Responsibility	4
Age and Maturity	5
How to Help Your Child	5
Helpful Skills	6
Preschool Screening	7
It's Time to Register	8
Before School Starts	8
In Sickness and in Health	9
Emergency Procedures	9
Conferences	10
People You Will Meet	10
The First Day of School	10
School Activities	11
Kindergarten at a Glance	12
School Terms	13
Social Emotional Development	15
When More Help is Needed	16
Discipline Procedures	17
Exclusion and Suspension	19
Sexual Harassment	21
Robert Fulghum said it all...	22

Our Message To You

Welcome to Kimberly Heights School. Our staff is looking forward to providing a rewarding and positive learning experience for your child.

The Pre-Kindergarten and Kindergarten years will become the foundation upon which your child's knowledge and later educational achievement is built. We consider it a privilege to share in your child's growth and development. We trust that the year will hold many worthwhile and enjoyable experiences as children, parents and teachers all learn together.



In order, for our schools to be successful, many factors must work together in the best interests of your child. A qualified and dedicated staff, concerned and interested parents, combined with an eager and inquisitive child provide the essential ingredients for successful learning to occur. It is our mission to build a strong partnership with our families, and together, will provide the positive “push” needed to encourage your child to reach his/her full potential as a learner.

Preschool:

Our Pre-kindergarten At-Risk Program (PKP) is funded by the Illinois School Board of Education Early Childhood Block Grant which states:

“Pre-Kindergarten At Risk... is an educational program for children ages 3-5 that also provides parents of participating children with educational and involvement opportunities. Pre-K At Risk programs serve children who... have been determined through the screening process to be at risk of academic failure... The services may be either classroom or homebased...”

School District Philosophy

The District's educational program is based on the following principles of development:



- Each child is unique and has his/her own rate and pattern of physical, mental, social and emotional growth.
- Growth is continuous
- A feeling of success and a lack of the inhibiting fear of failure are essential for normal growth.
- Children face certain common development tasks and should work at these tasks when they reach proper maturity levels.



Kindergarten Philosophy

We believe that the foundation of successful schooling is laid during the kindergarten year through the development of positive attitudes and learning habits. We recognize that each child enters kindergarten with a unique background of experiences. The child's kindergarten experience should be a cooperative effort of the child, parent, and teacher. The kindergarten curriculum is designed to support the intellectual, social, emotional, and physical growth of the child. The instructional program should be activity centered and language oriented providing a secure and accepting environment which motivates each child to use skills when developmentally ready. The teacher plays a key role in providing a variety of experiences designed to nurture and develop each child's needs and learning styles. School personnel and parents working together will provide for the individual development of the whole child.

Kindergarten curriculum is based on the premise that as a result of the kindergarten experience each child will be able to...

- have a sense of self-worth.
- develop a positive attitude toward learning and life.
- develop a lifelong curiosity for language and learning.
- learn independence and self-discipline.
- acquire habits needed to become a responsible individual and a group member.
- communicate (by listening, speaking, reading, and writing) within the environment through a language experience approach.
- progress developmentally.
- process and utilize new information through problem - solving skills.
- accept responsibility for his/her own actions and accept the results.

Preschool Philosophy

The curriculum of our Pre-Kindergarten Program is designed for the age groups served and implemented to the needs and differences of the individual children enrolled. Our program focuses on providing high-quality educational programs for children who are determined to be risk of academic failure. The program is child initiated versus teacher directed. Activities are provided in areas of art, music children's literature, concept development, large and small muscle development, listening skills, science, math, health and nutrition. Children learn through personal experiences and active learning, "Children need years of play with the real objects and events before they are able to understand the meaning of symbols as letter and numbers. Learning takes place as young children touch, manipulate, and experiment with things and interact with people" (NAEYC. Position Statement 1986).

The Teacher's role is to provide an environment that promotes active learning and to build upon, not direct or control, the thoughts and actions of children.

Preschool Class Times:

		<u>Monday – Friday</u>
Half Day:	Session 1	8:30 am - 11:00 am
	Session 2	11:00 am – 1:30 pm



Parent Attitude

Entering school will be a new and strange experience for many children. We cannot expect every child to make this transition from home to school with the same degree of ease. Differences in temperament, attitude, and previous experience will influence behavior.

A child's work and activities in school are important. If you show a sincere interest in the things your child brings home from school, it will help develop respect for schoolwork projects. Look in the child's folder every day. Listen as your child explains each paper, drawing, note or project.

Sometimes children don't want to "talk about school." Wait awhile. Then ask specific questions (What game did you play in gym? Did you hear a story today? What did you like best today?) As opposed to general questions (How was school today?). Talk positively about school in front of your children. Let them know you support the school, teacher, principal, activities, and work. Your positive attitude will make them feel positive and worthwhile in their daily association with school.

Parent Rights

Parents have the right

- To be an active partner in your child's program
- To be treated with dignity and respect
- To receive reports of your child's progress
- To participate in parent conferences
- To receive home visits if requested
- To be contacted regarding child's attendance
- To become informed about the program by attending meeting workshops, and by volunteering in the classroom
- To receive answers to questions you may have concerning your family
- To obtain help with social service needs
- To be assured that information shared with staff is confidential



Parent Involvement

Parent participation is a vital component of the program. Monthly workshops are held to address Parent issues and concerns. Frequent communication via home visits, phone calls, newsletters, classroom visitations, and parent-teacher conferences encourage parent involvement.

To be an active partner with the school, parents are expected to participate in their child's classroom. This could be to assist the teacher in the daily routine, help with fieldtrips or: Parents can become involved when they...

- Bring a book in to read or tell them children a story.
- Share ethnic heritage traditions, stories and books.
- Teach the children a song.
- Bring in a musical instrument, either to play or let the children play.
- Bring in store-bought or homemade games to play.
- Bring small paper bags and show the children how to make hand puppets.
- Bring in mostaccioli noodles, or straws to let the children string and make necklaces.
- Do exercise with the children.
- Come in to talk about your job or hobby.
- Bring in any hobbies, collections, or crafts to share.

PARENT INVOLVEMENT



Parent Responsibilities

1. To be an active partner with the school.
2. To assist the classroom staff by:
 - a. Reporting changes of address, telephone, or approved adults for pickup.
 - b. Informing teachers of changes in child's routine.
 - c. Being sure necessary paperwork is completed.
 - d. Returning field trip permission slips on time.
 - e. Attending parent conferences.
 - f. Participating in field trips.
 - g. Participating in parent classes.
 - h. Calling your child in when not attending school.
3. To put your child on the bus at the proper time and to meet the bus when it returns or bring your child to school on time and pick up your child promptly from school.
4. To prepare your child for school by making sure your child:
 - a. Is rested and healthy
 - b. Has eaten
 - c. Wears proper clothing for weather conditions and comfort
 - d. Brings their backpack
 - e. Kindergarten students bring their iPads charged daily

Age and Maturity

Being the same age as the other children in pre-kindergarten and kindergarten does not mean that your child is of the same maturity.

A child's success in school is determined not by actual age but by the child's level of physical, emotional, mental, and social maturity.

Talk to your principal or classroom teacher if you have questions about your child's maturity and readiness for starting school.

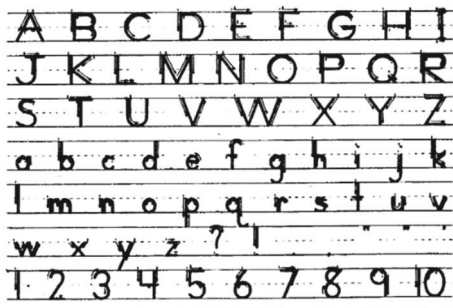


How To Help Your Child

- Consider the home and school as a partnership to help your child. We cannot be adversaries or strangers.
- Know what your child is doing in school. Meet the teacher and principal. Discuss how you can help each other. Attend conferences. The first conference will be in November.
- Establish clear, responsible, and consistent expectations for your child and his/her behavior at school. Help your child stick to these behavioral expectations.
- Communicate! If you have concerns about a field trip, supplies, a problem your child has, special events happening at school, birthday treats, your child's attitude about something, etc., please contact your child's teacher. **DON'T WAIT AND WONDER!**
- Check your child's backpack and folder daily. Return messages, notes, field trip slips, library books, etc. promptly.
- Try to establish family reading time each evening. A ten (10) to fifteen (15) minute story, read aloud, will show your child you like to read to them. Use your local and school libraries.
- Provide your child with the best possible send-off each day (proper clothing, rest, meals and a hug!)
- We have a hands-on active program, which includes daily outdoor play, weather permitting. Please dress your child appropriately. We ask that children wear gym shoes to school and refrain from wearing sandals or flip flops.

Helpful Skills

- Can sit, listen and pay attention to speaker
- Attempts to do some printing (may have reversals)
- Can count to ten
- Can count objects to five
- Is able to follow at least two-step directions
- Can identify some letters of the alphabet
- Copies simple shapes
- Can draw a person
- Knows some colors (red, green, blue, orange, yellow, black, brown, purple)
- Can use scissors
- Can hold pencil with three-finger grasp
- Puts on own clothing and attempts to fasten (boots, coat, gloves, shoes) • Uses tissue
- Knows whole name
- Uses washroom alone
- Can tie shoes or is learning how to tie
- Gets along well in a small group
- Cleans up
- Enjoys listening to stories
- Has had some experience participating in a group which sets limits and expectations (nursery school, Sunday school, etc.)
- Shares
- Can do a six or more-piece puzzle
- Attends to a task, start to finish, for five to ten minutes
- Has been away from home for two to six hours at a time (separation from parent)
- Understands the need for rules and playing “fair”
- Is responsible for clothes, supplies, notes, when going somewhere
- Can communicate clearly in sentences of five or more words
- Can make a choice
- Has experienced family outings (to parks, zoos, museums, vacations, libraries, picnics, etc.)



Writing Your Name

We will do writing activities this year. If your child wants to write his/ her name before school starts this fall, please use the letters below as a guide to assist you.

Write a name like this:

Patty Jim

Not like this:

PATTY JIM

Preschool Screening

What Is Preschool Screening?

Preschool screening is offered through the Arbor Park School District 145. Screening is one way of providing resources to parents before school entry.

Who Is Preschool Screening For?

Screening is available to preschoolers ages 3 to 5 who live in the Arbor Park School district 145 and are considered to be “At Risk”. “At Risk” is defined as having a variety of different indicators that may impact their learning in an educational environment. This is a **FREE** service.

What Happens at Preschool screening?

Children are screened individually in a nonthreatening play environment. Your child’s vision and hearing are screened by the nurse. An educational screening is completed with a speech language specialist and an early childhood specialist.

Parents/Guardians are asked to complete a questionnaire concerning health and social history. Parents/Guardians are given the results of the screening within one week.

What Is Educational Screening?

The screening evaluates prekindergarten learning skills in the following areas:

- Eye-hand coordination
- Total body coordination
- Listening skills
- Following directions
- Working with other people
- Communication skills

Why is a Yearly Vision and Hearing Check-Up Important?

Rapid changes in vision and hearing may occur and can go unnoticed. Early detection can help minimize frustration and serious problems for your child.

This service is offered with one idea in mind:

To work with the parents to prepare the child for school.

If you have any questions or concerns about your child, this is the time to talk to school personnel.



If you would like more information regarding prekindergarten screening, please call 708-532-6434.



Children will be admitted to kindergarten if they are five years old by September 1. Children will be admitted to first grade if they are six years old by September 1. At the time of registration, you will need to present your child's certified birth certificate.

Children will register for preschool upon receiving results for the preschool screening.

State law requires that children have a complete physical upon entering kindergarten or preschool. Illinois state law requires that immunizations for whooping cough, diphtheria, tetanus, polio, smallpox, mumps and measles be completed or started at this time. A statement from a physician or health care provider is needed stating that the child has been screened for lead poisoning. All children will require a vision exam before beginning school and those starting kindergarten will also require a dental exam. All physical forms should be completed by the first day of school.

School Physical- must be completed before the child starts school. Your child's physical, immunizations and eye exam will need to be updated again before starting kindergarten.

Before School Starts

In August you will receive a letter from Kimberly Heights concerning our Kindergarten Bus Round-Up Day and teacher assignments. Please bring the kindergarten supplies with you to our Move In Night.

Registration fees need to be paid in full or a payment plan must be arranged before the registration process can be completed.



In Sickness and in Health

When your child becomes ill and must stay home from school, please call the school office and leave a message before 8:30 am. All children should be fever free for 24 hours before they return.

When your child returns to school, please send in a brief note.

If there is a health factor in your child's background that may require program modification, please alert the teacher and the school nurse. If you want your child to miss gym or recess for a day or two because of medical reason, a note is required.

A student may possess medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent(s)/guardian(s) have completed and signed a "School Medication Authorization Form".

If your child is affected by a communicable disease such as measles, pink eye, chicken pox, head lice, strep throat, impetigo, etc., please notify the school.

Sometimes your child may get sick at school. If this happens, we will notify you at home or work. If you can't be reached, we will call your emergency number on your registration form.

Keep child home if:

- Fever of 99 degrees or higher
- Sore throat
- Upset stomach
- Vomiting
- Skin rash or sores
- Diarrhea
- Excessive Coughing
- Headache
- Sever cold with sneezing and ear, eye, or nose drainage
- Lice is present and until treated
- Flushed face

Keep child home 24 hours after symptoms (including fever) are gone.

Report all communicable diseases to school office.

Emergency Procedures-

- An emergency number is extremely important for your child's well-being.
- Please notify the school office as telephone number(s) updates occur.
- If your child becomes ill, injured, or requires personal care, a parent or emergency contact will be called to school. Two different emergency phone numbers must be provided and updated.



Conferences

You will have two parent-teacher conferences each year.

They will occur at the following times:

- Fall
- Spring

You will receive a progress report three times a year.

A family may have more conferences than the two mentioned above. These may be called by the parent or the teacher in order to discuss your child's progress, strengths, weaknesses, problems, or any program change. Remember, parents are encouraged to call for a conference if they would like one.

People you will meet

Teacher

The most important person your child will be influenced by is his/her classroom teacher. The teacher is eager to know you and your child and will welcome any help you can offer.

Principal

The principal has ultimate authority over all school activities. He/she is responsible for the school's program and, in time, will get to know your child's class and your child.

Nurse

The school nurse deals with emergencies and some testing for hearing, vision, etc., and monitors communicable disease transmission and other health conditions.

Secretary

The secretary is the first person your child will encounter in the office. He/she will be the person who you will talk to if an illness or emergency occurs. He/she is a person that children soon learn to trust and appreciate as he/she helps them.

The First Day of School

I used to be little but not any more.

Tomorrow I'll get up and walk out the door.

I'm going to school - it's the first time for me.

It's great to be big, but I'm as scared as can be.

My tummy's in knots. Do you want to know why?

I'm thinking that maybe, just maybe, I'll cry.

When Dad leaves the school and I'm there all alone,

I'm thinking that maybe I'll want to go home.

But wait - Mommy said I'll play lots of new games,
and meet lots of friends - I can learn all their names.

The first day of school, oh there's so much to do!

There's painting and books and a big playground too.

I used to be little but not any more.

Tomorrow I'll get up and walk out the door.

I'm going to school - it's my first day, you see.

It's great to be big! I'm so glad that I'm me!



School Activities

Daily activities at school are planned to be appropriate for the age span of children who have a variety of strengths. Needs, interests, and learning styles. The daily routine at school provides opportunities for children to learn through active exploration and interaction with adults, other children, and materials. Since play is a child's work and very important to the process of development, it is the primary vehicle used to support children's learning.

Children have an opportunity to choose from a variety of learning centers such as house, art, block, science, games, puzzles, books, or music centers during the day. They work in both small and large groups as they learn to ask questions, discover answers, problem solve, make plans, explore, discover, and experiment.

Preschool Daily Schedule

Circle Time

Children and adults sit together and...
...sing songs and rhymes
...present finger plays
...have fun with others
... show respect for others' ideas
...participate in show & tell

Play Time

The child...
...builds relationships with peers
...explores materials
...learns new skills
...tries ideas
The teachers ...
...supports the child
...help him/her talk about what they are doing
...extends the child's activity:
block building
art work
dramatic play
sand/ water play
...encourages
thinking
talking
problem solving

Gross Motor

The child...
...exercises his/her muscles
...freely plays with others
...Has fun

Story Time

The child listens to/acts out...
...stories
...poems
...plays
The child has fun with ...
...stories
...words
...letters
...numbers

Snack Time

The child...
...sets tables
...passes out snacks
...develops manners
...interacts with other children and adults
The teachers...
...encourages conversation
...models social skills

Small Group Time

The child...
...explores materials
...experiences

The teacher...

...encourages new activities
...uses new words
...emphasizes

PRESCHOOL





Kindergarten school hours are 8:30 a.m. - 1:30 p.m.

- The bus riders will be dropped off at the front door.
- Please walk any children who do not ride the bus to the office and wait with them until a teacher comes to greet them.

Example of Classroom Schedule

- Attendance, Pledge of Allegiance and morning announcements
- Morning meeting
- Literacy whole group instruction
- Literacy Centers
- Whole group instruction **
- Lunch
- Recess/Physical Movement
- Math whole group instruction
- Math centers

**Art, Science and Social Studies are taught during whole group instruction.

***Gym once a week.

Departure

- All children that are driven home must be picked up in the office.
- All bus riders must ride the same route daily. Any request for changes must be made in the office on the Transportation request Form.
- One week notice is required.

Physically Ready for the Day

Please help your child have a very good day at school. Follow these steps and you will have done your best to get your child ready for each school day. Remember: Each day counts.

- A good night's sleep is important...have a consistent bedtime.
- Be sure your child is clean for school.
- Be sure your child has a good meal before school.
- Dress your child appropriately for inside and outside activities. We try to get outside everyday so please dress your child warm on winter days. We ask that children wear gym shoes to school for safety purposes on the playground.
- Prepare the backpack with your child the night before school.

Mentally Ready for the Day

- Give your child plenty of rest the night before.
- Avoid late evening and early morning TV.
- Talk through the events of the day with your child. Review plans for after school (pickup by daycare, parent, friend).

Lunch

Kindergarten students will have lunch at school. You may send a lunch from home or your child may order hot lunch. Your child must have a hot lunch ticket and be present at school to order a hot lunch. Students who are late to school will NOT have the option to order a hot lunch so please send a lunch from home. These are guidelines given to us by the School National Lunch Program.

Treats

We recognize the importance of celebrating student birthdays and certainly want to continue this tradition at Kimberly Heights School. However, to continue to be good stewards of our school facility and to serve as role models for our students when making nutritional decisions and to be responsive to those children who have food allergies or other dietary restrictions, we have implemented the following policies with regards to snacks and birthday treats at school.

We will allow birthday celebrations with food to be bought in only if PRIOR arrangements have been made with the teacher. These items will also need to be store bought with the label visible showing all ingredients.

Field Trips

Chaperone must ride the bus to and from the trip.

No siblings are allowed.

No smoking is allowed and please limit cell phone use to emergencies only.

Do not post pictures of other students on social media.



“School Terms”

Language Development

The ability to talk and understand. Can your child

- describe: on, under, above, in.
- follow two- or three-step directions.
- talk in complete sentence.
- talk about or tell stories.

Helpful Activities

- Speak in simple, clear, correct language.
- Name objects in pictures.
- Talk aloud about what you are seeing, doing, feeling.
- Encourage your child to talk.
- Play a game of “words that mean the same as.”
- Help your child develop the concept of taking turns in a group talking situation.

More “School Terms”

Visual Motor Integration

The ability of the child to coordinate eye and hand movements.

Can your child

- copy simple forms on paper.
- stay “in the lines” (almost) when coloring.
- put puzzles together.
- fit pegs into holes, button.

Helpful Activities

- Play with beads and string, Legos, pipe cleaners, string, clay, pencils, crayons, scissors, tracing patterns, stacking and nesting toys, carpenter tools.
- Use toys that teach lacing, buttoning, zipping.
- Do lots of drawing and scribbling on paper.
- Trace, build, create in sand.
- Provide cutting and gluing activities.

Visual Discrimination

The ability to see likenesses and differences. Can your child

- notice the difference between letter forms.
- identify colors.
- differentiate between shapes.
- pick out larger and smaller objects.

Helpful Activities

- Sort objects by color, shape, size or category (rocks, shells, etc.)
- Make cutout letters and numbers from paper, sandpaper, felt.
- Use puzzles.

Auditory Discrimination

The ability to distinguish between sounds. Can your child

- hear differences between beginning sounds.
- differentiate between high and low, loud and soft sounds
- identify animals by their sound

Helpful Activities

- Play listening games (“which word starts like ...”).
- Have child close eyes and listen for special sounds (tapping, scratching, dripping).
- Use drum or sticks to beat out loud or soft sounds.
- Hide a ticking clock and have child find it.
- Play “Simon Says.”

Gross Motor Coordination

This refers to the child’s larger muscular movements. Can your child...

- walk, run, hop, skip, gallop.
- use a tricycle, a wagon or a scooter.

Helpful Activities

- Play.
- Climb, crawl, race.
- Use records with rhythm activities.

Social Emotional Development

This refers to the kind of interaction between the child and others. Can your child

- share, cooperate, listen.
- perform independently.
- interact with large or small groups.

Helpful Activities

- Play with other children.
- Take on some responsibility for fair play, clean up, toy selection.
- Practice dressing and undressing, putting on shoes and boots, using bathroom, crossing streets.

Classroom Expectations

The ability to do what has been established by the teacher in order to make a classroom happy, safe, calm and educational.

Can your child

- play cooperatively.
- clean up after himself/herself within an expected length of time.
- not yell, cry when he/she doesn't get his/her own way.
- move at an acceptable indoor pace (walk).
- share

Helpful Activities

- Encourage your child to help clean up messes other than his/her own.
- Help your child understand the importance of doing what he/she is told to do for reasons of safety, helpfulness, cooperation and appropriateness.
- Help your child realize that a tantrum will not produce happy results for child, parent or teacher.
- Encourage your child to share toys, treats and treasures.
- Help your child do what you tell or ask him/her to do within an expected length of time.



When More Help is Needed

In a classroom of children, no two children are alike. They look different, behave differently, and respond differently. It is a monumental job to successfully educate all those eager little children who are so different. A teacher can do it. That's why he/she is there.

Sometimes, however, a child starts school, and a problem arises. It might be a problem that the parents were aware of and have told the teacher about in the first fall conference.

When a problem arises, the parents and the teacher may need to spend extra time analyzing the problem and...

- talking with specialists.
- arrange testing for the child.
- planning for supportive help in the classroom.

Some common areas of concern which may show up in the first year of school are...

- learning disability.
- communication disorder.
- speech and/or hearing problem.
- behavior disorder.
- muscular (large or small) coordination.
- social interaction difficulty.
- slow learner.
- attention deficit disorder.

Arbor Park Schools have the following services:

- Social worker
- Nurse
- Speech clinician
- Psychologist
- Resource teacher
- Pupil Personnel Service Team

These specialists are available at the school on a full-time or part-time basis. At some time your child may receive supportive help from any of these people. This is arranged cooperatively by the parents, teacher, pupil personnel/services team, and principal through a series of meetings which are formalized at a staffing.

MTSS

MTSS also known as response to intervention is a multi-tiered system of support for all students focusing on those students who are struggling academically or behaviorally. At Kimberly Heights we implement our program in a three-tiered system in which interventions and strategies are used within and outside of the classroom environment. This data helps the school team determine which areas need additional support. Kindergarten students are assessed on their academic skills in the areas of early literacy and mathematics three times a year (September, January and May) at which time data is sent home for review. Students who need additional support will work with a staff member for further academic enrichment. More information will be sent home throughout the school year describing the specifics of the program at Kimberly Heights and the type of intervention your child may be receiving.

Discipline Procedure

Bus Conduct

Gross disobedience or misconduct providing grounds for suspension includes:

1. Prohibited student conduct as defined in the Student Discipline policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of the bus driver's or other supervisor's directives.
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

Upon receiving 3 bus conduct reports, a bus suspension will be assigned.

Use of Video Cameras on School Buses

Video cameras may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees.

The content of the videotapes are student records and are subject to District policy and procedure concerning school student records. Only those people with a legitimate educational or administrative purpose may view the videotapes. In most instances, individuals with a legitimate educational or administrative purpose will be the Superintendent, Building Principal, Transportation Director, bus driver, and sponsor, coach, or other supervisor. If the content of a video tape becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Student Suspension

The need for the suspension of students from Kimberly Heights School is rare. However, due to the serious and legal nature of suspension it is necessary for us to communicate clearly the policies of the District 145 Board of Education in this area. These policies appear in this section. Please refer to the District Handbook.

Student Behavior

All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures. For a more detailed account of information regarding student behavior, please reference Arbor Park School District Board of Education Policy Manual (7:190), which can be accessed via the District website.

Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to:

- Using, possessing, distributing, purchasing or selling tobacco materials.
- Using, possessing, distributing, purchasing or selling alcoholic beverages. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had drugs in their possession.
- Using, possessing, controlling or transferring a weapon in violation of the “weapons” section of this policy.
- Any threat by a student to a staff member’s person or property.
- Using or possessing electronic signaling and cellular radiotelecommunication devices, unless authorized and approved by the building principal; electronic signaling devices include pocket and all similar electronic paging devices
- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct
- Using violence, force, noise, coercion, threats, intimidation, fear or other comparable conduct toward anyone or urging students to engage in such conduct
- Causing or attempting to cause damage to or stealing or attempting to steal—school property or another person’s personal property
- Unexcused absenteeism: State law, Board policy or truancy control will be used with chronic and habitual truants
- Being a member of or joining or promising to join or becoming pledged to become a member of, soliciting another person to join, promise to join, or be pledged to become a member of any public school fraternity, sorority or secret society
- Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia
- Engaging in any activity that constitutes an interference with school purposes or an educational function or a disruptive activity
- Bullying

Disciplinary Measures

Disciplinary measures may include:

- Classroom-Level Interventions (hierarchical consequences, point systems, behavior plans)
- Notification of parent(s)/guardian(s)
- Behavior Interventions (Formal / Informal)
- School-Wide Interventions (PBIS, restorative justice, rewards systems)
- Withholding privileges
- Seizure of contraband
- Personal counseling
- Social Probations

Disciplinary Measures Continued

- Detention or Saturday School, provided the student's parent(s)/guardian(s) have been notified o If transportation arrangements cannot be agreed upon, an alternative disciplinary measure may be used; the student must be supervised by the detaining teacher, the building principal or designee
- In-school suspension - The building principal or designee shall ensure that the student is properly supervised
- Suspension from school and all school activities for up to 10 days provided that appropriate procedures are followed; a suspended student is prohibited from being on school grounds
- Suspension of bus riding privileges, provided that appropriate procedures are followed
- Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed; an expelled student is prohibited from being on school grounds
- Notification of juvenile authorities whenever the conduct involves illegal drugs (controlled substances), look-alikes—alcohol or weapons

A student who is subject to suspension or expulsion may be eligible for a transfer to an alternative school program.

Corporal punishment shall not be used. Corporal punishment is defined as slapping, paddling or prolonged maintenance of students in a physically painful position or intentional infliction of bodily harm. Corporal punishment does not include, and certificated personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel or persons or for the purpose of self-defense or the defense of property.

A “weapon” means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to: firearms, knives, guns, rifles, shotguns, brass knuckles, and Billy clubs or “look-alikes” of these objects. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm. The building principal or designee shall notify the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school. A student who uses, possesses, controls or transfers a weapon or any object that can be reasonably considered to be or looks like a weapon, may be suspended for up to 10 days and/or expelled for a definite time period, possibly a calendar year, but no more than two calendar years. The Board of Education may modify the expulsion period on a case-by-case basis. building principal or designee shall notify the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Exclusion and Suspension

As stated in Public Act 100-0105, public and private early childhood/preschool programs are prohibited from expelling young children (ages 0-5) from their program because of the child's behavior. The goal of Public Act 100-105 is to ensure that early childhood programs engage in best practices in their disciplinary actions by prohibiting the use of expulsions due to child behavior. Planned transitions, after documented attempts to address the child's needs, are not considered expulsions. The bill also puts in place a system to track transitions, providing data to better understand the issue and identify the need for additional resources.

Exclusionary Discipline

Among the many possible disciplinary interventions and consequences available to school officials, school exclusions, such as out-of-school suspensions and expulsions, are the most serious. The Superintendent, the Building Principal, the Assistant Building Principal or Dean of Students is authorized to suspend students guilty of gross disobedience or misconduct from the school (and all school functions) for a period not to exceed ten (10) school days. School officials shall limit the number and duration of expulsions and suspensions to the greatest extent practicable. School officials will consider forms of non-exclusionary discipline prior to assigning out-of-school suspensions or expulsions. In the event a suspension or expulsion is deemed necessary, the following procedures will be observed:

Short Term Suspension

- A short term suspension (1-3 days) shall be assigned only if the student's continuing presence in school would pose a threat to school safety; or pose a disruption to other students' learning opportunities. School officials shall determine the meaning of "threat to school safety" and "disruption to other students' learning" on a case by-case basis.
- A written decision must be issued related to short term suspensions. In it school officials shall detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; shall include a rationale as to the specific duration of the suspension; shall include whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Students receiving a suspension of any number of days shall have the opportunity to make up work for equivalent academic credit.

Long Term Suspension:

- A long-term suspension (4-10 days) shall be assigned only if other appropriate and available behavioral and disciplinary interventions have been exhausted; AND the student's continuing presence in school would either: pose a threat to school safety, or substantially disrupt, impede or interfere with the operation of the school. School officials will determine on a case-by-case basis whether a student's continuing presence constitutes a "threat to the safety of other students, staff or members of the school community" or would "substantially disrupt, impede or interfere with the operation of the school." In addition, determining whether "appropriate and available behavioral and disciplinary interventions have been exhausted" is also left to the discretion of the school.
- A written decision regarding the suspension must be issued. Said decision must detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; include whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions; and include a rationale as to the specific duration of the suspension.
- Students who are assigned long term suspensions shall be provided appropriate and available support services during the period of their suspension OR school officials will include in the written decision to suspend how it was determined that there are no such appropriate and available services. School authorities will define "appropriate and available support services."
- Students receiving a suspension of any number of days shall have the opportunity to make up work for equivalent academic credit.

Expulsions

- If a student is expelled from school, a written decision must be issued detailing the specific reasons as to why removing the student from the learning environment is in the best interest of the school.
- Said written decision must include a rationale as to the specific duration of the expulsion; and said decision must include whether other interventions were attempted or whether it was determined that there were no other appropriate interventions.
- Before expulsion, the student and parent(s)/guardian(s) shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s).
- If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
- During the expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of the gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

Sexual Harassment

Sexual harassment of students is prohibited. An employee, District agent, or student engages in sexual harassment whenever he/she makes unwelcome sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-bases nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. has the purpose or effect of:
 - a. substantially interfering with a student's educational environment.
 - b. creating an intimidating, hostile or offensive educational environment.
 - c. depriving a student of educational aid, benefits, services, or treatment; or
 - d. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal or a complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal for appropriate action.

Robert Fulghum said it all ... ALL I REALLY NEED TO KNOW about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Pre-School. These are the things I learned.

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Beware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup - they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK.

Everything you need to know is in there somewhere - The Golden Rule and love and basic sanitation - Ecology and politics and equality and sane living.

Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm.

Think what a better world it would be if we all - the whole world - had cookies and milk about three o'clock every afternoon and lay down with our blankies for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are - when you go out into the world, it is best to hold hands and stick together.



Kimberly Heights

6141 Kimberly Drive

Tinley Park, Illinois 60477-1970

708-532-6434 Fax 708-532-4495

